

**Grant Park High School**  
**Grant Park CUSD 6**  
**Grant Park, ILLINOIS**



**ILLINOIS**  
**SCHOOL**  
**REPORT**  
**CARD**

**GRADES : 9 10 11 12**

State and federal laws require public school districts to release report cards to the public each year. Starting in 2009, charter school information is included in district statistics.

**STUDENTS**

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION															
	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Low-Income	Percent Limited-English-Proficient	Percent IEP	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	91.3	0.0	2.3	0.0	0.0	0.0	6.4	19.2	0.0	10.5	2.9	0.0	5.9	92.9	172
District	88.0	0.0	3.7	0.0	0.0	0.0	8.3	24.9	0.2	11.8	2.9	0.0	10.6	94.4	575
State	51.4	18.3	23.0	4.1	0.1	0.3	2.8	48.1	8.8	14.0	2.7	3.2	12.8	94.0	2,074,806

Low-income students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches. IEP Students are those students eligible to receive special education services.

Limited-English-proficient students are those students eligible for transitional bilingual programs. Mobility rate is based on the number of times students enroll in or leave a school during the school year. Chronic truants are students who are absent from school without valid cause for 18 or more of the last 180 school days. Total Enrollment is based on Home School.

**INSTRUCTIONAL SETTING**

PARENTAL CONTACT*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
School	100.0	--	--	--	--
District	100.0	16.6	14.3	12.9	287.5
State	96.0	18.8	18.9	13.6	211.3

\* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

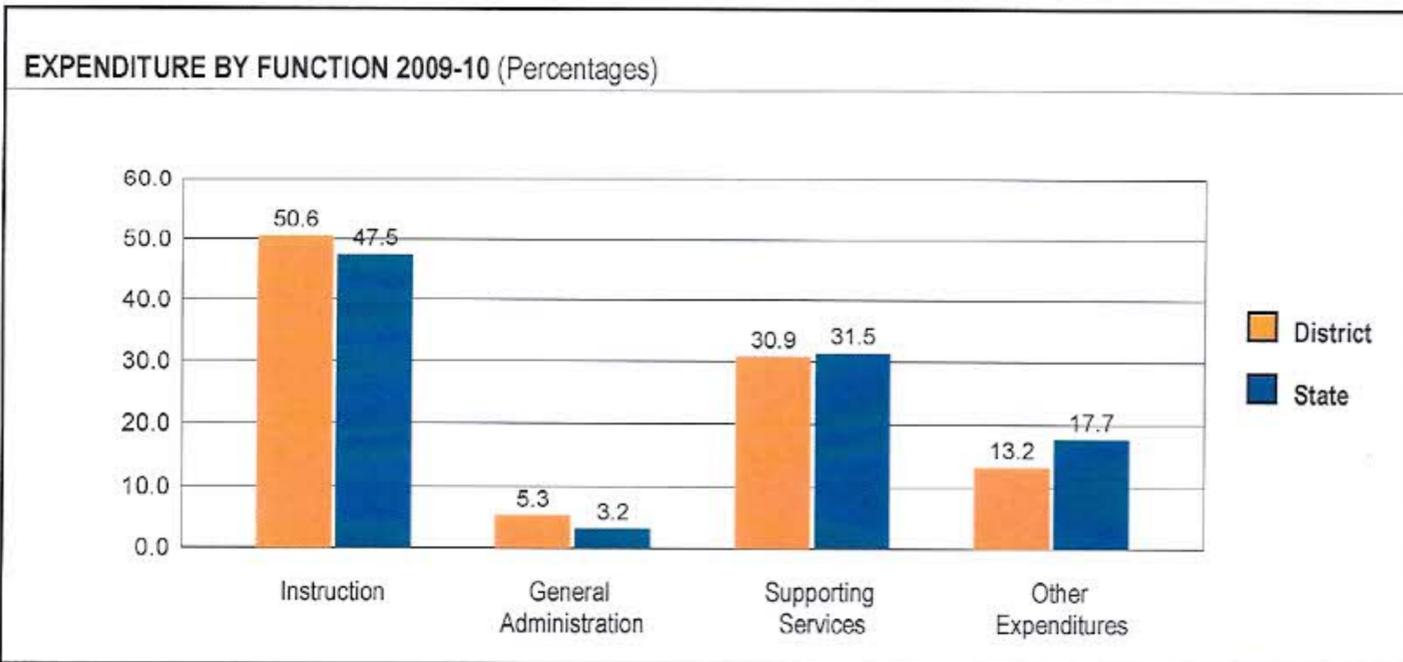
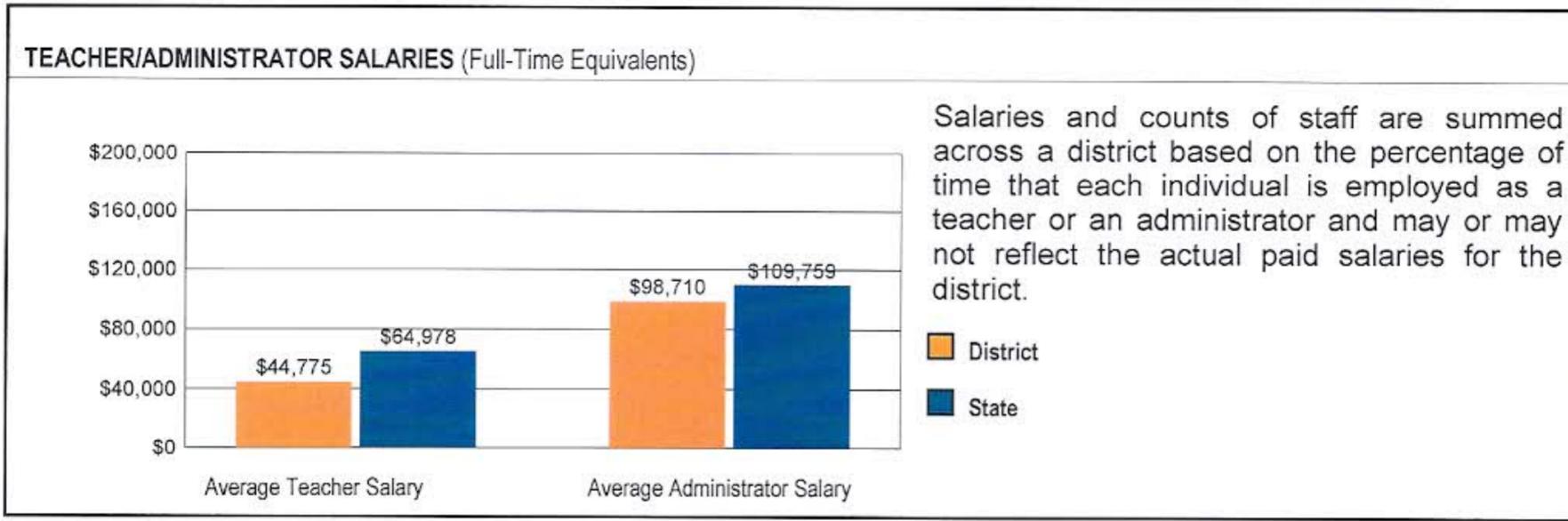
AVERAGE CLASS SIZE (as of the first school day in May)										
Grades	K	1	2	3	4	5	6	7	8	9 - 12
School										13.9
District										13.9
State										19.2

TEACHER INFORMATION (Full-Time Equivalents)											
	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number
District	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	22.5	77.5	40
State	82.4	6.1	5.0	1.2	0.1	0.1	0.7	4.3	23.1	76.9	128,262

TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
School	--	--	--	0.0	0.0
District	12.2	55.0	45.0	0.0	0.0
State	13.2	39.5	60.4	0.6	0.8

Some teacher/administrator data are not collected at the school level.

## SCHOOL DISTRICT FINANCES

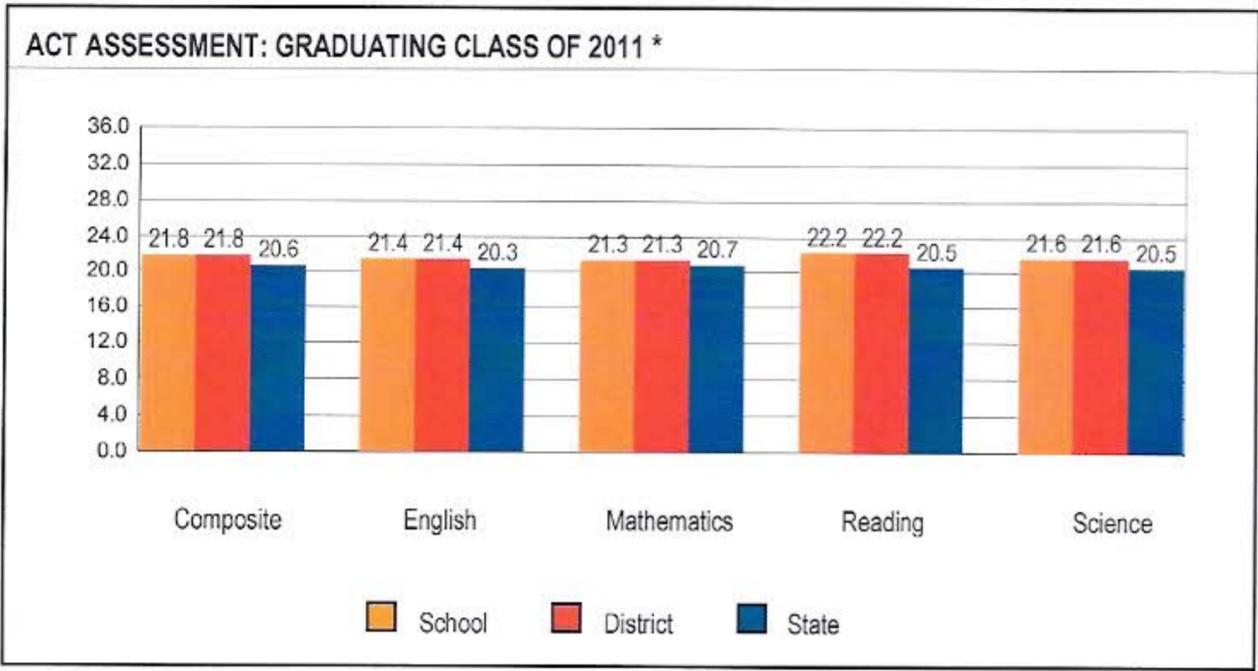


REVENUE BY SOURCE 2009-10				EXPENDITURE BY FUND 2009-10			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$3,727,036	62.0	58.9	Education	\$4,361,199	72.4	72.9
Other Local Funding	\$434,813	7.2	6.4	Operations & Maintenance	\$484,286	8.0	6.0
General State Aid	\$911,961	15.2	14.9	Transportation	\$356,878	5.9	3.8
Other State Funding	\$404,424	6.7	7.5	Debt Service	\$579,882	9.6	7.2
Federal Funding	\$528,543	8.8	12.4	Tort	\$100,494	1.7	1.2
TOTAL	\$6,006,777			Municipal Retirement/ Social Security	\$139,798	2.3	1.9
				Fire Prevention & Safety	\$2,718	0.0	0.7
				Site & Construction/ Capital Improvement	\$96	0.0	6.4
				TOTAL	\$6,025,351		

OTHER FINANCIAL INDICATORS				
	2008 Equalized Assessed Valuation per Pupil	2008 Total School Tax Rate per \$100	2009-10 Instructional Expenditure per Pupil	2009-10 Operating Expenditure per Pupil
District	\$144,393	4.95	\$6,128	\$10,961
State	**	**	\$6,773	\$11,537

\*\* Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided. Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated. Total school tax rate is a district's total tax rate as it appears on local property tax bills. Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils. Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

## ACADEMIC PERFORMANCE



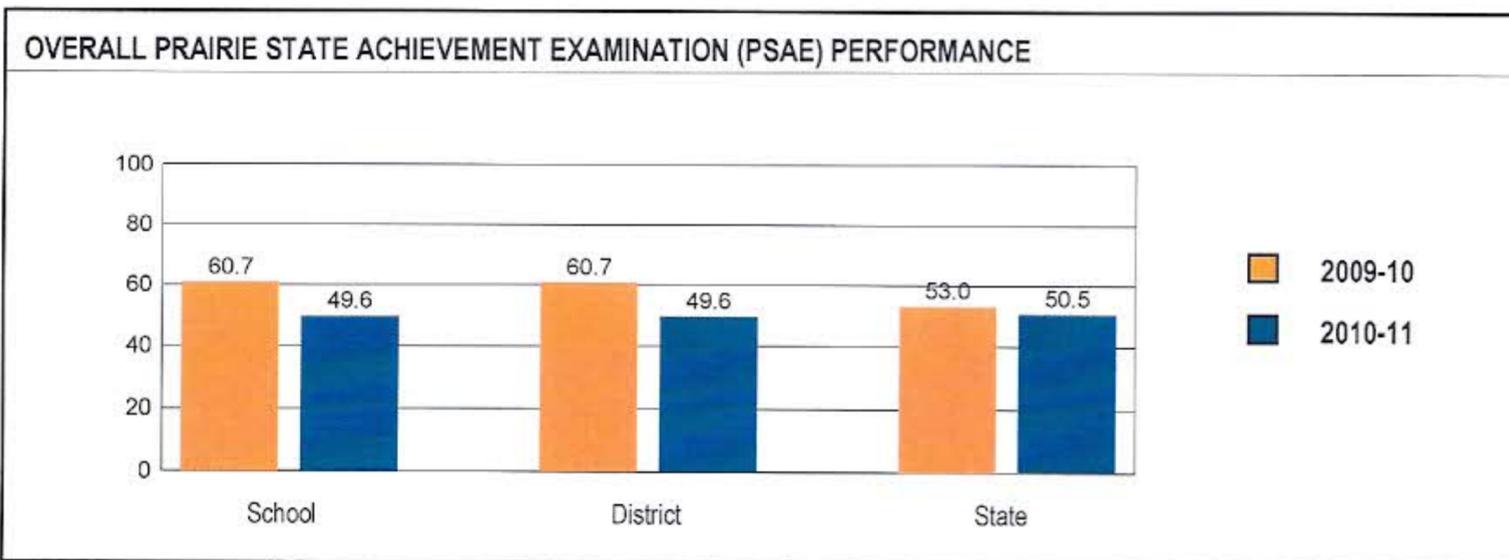
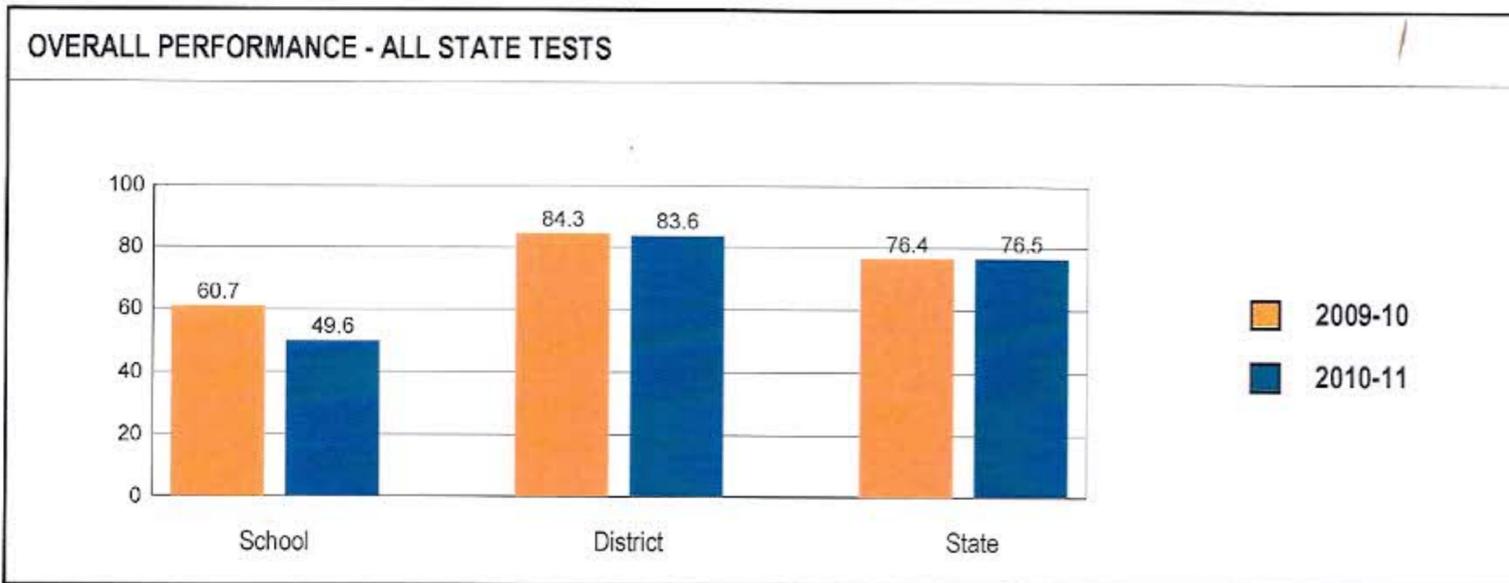
The number and percent of students taking the ACT are no longer reported since virtually every eleventh grade student takes the ACT as part of the PSAE.

\* Includes graduating students' most recent ACT Assessment scores from an ACT national test date or PSAE testing. Excludes the scores of students who took the test with special accommodations. State averages for ACT data are based on regular public schools and do not include private and special purpose schools.

HIGH SCHOOL GRADUATION RATE														
	Gender			Race / Ethnicity							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races				
School	90.0	81.8	100.0	89.5						100.0			66.7	100.0
District	90.0	81.8	100.0	89.5						100.0			66.7	100.0
State	83.8	80.9	86.7	89.1						81.4			66.2	75.1

### OVERALL STUDENT PERFORMANCE

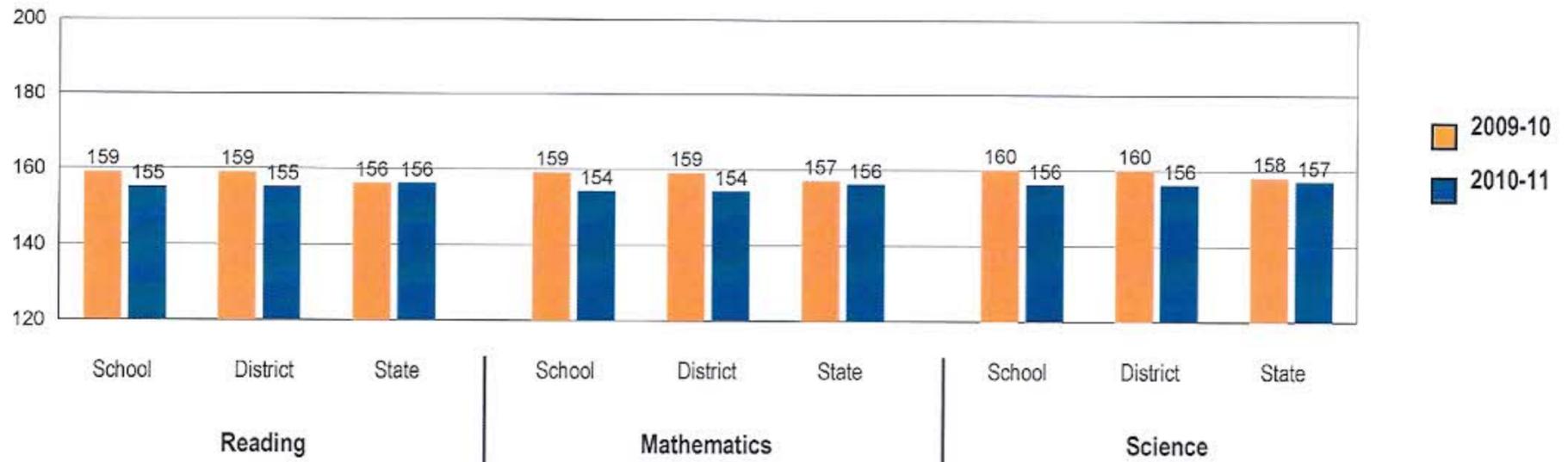
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They represent your school's performance in reading, mathematics, and science.



**PSAE PERFORMANCE**

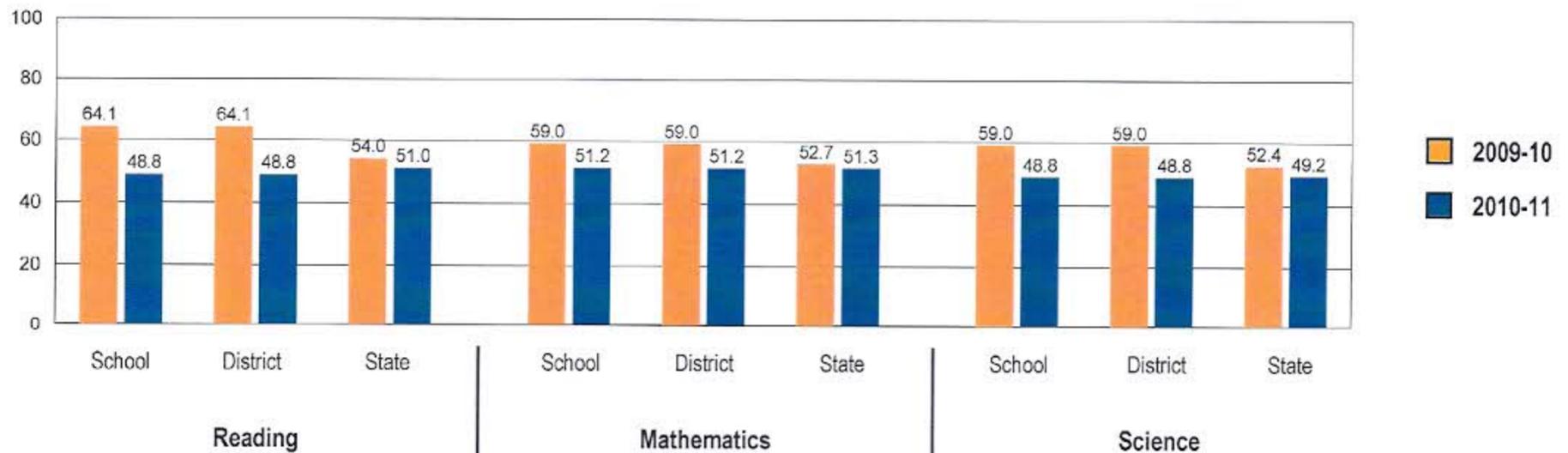
These charts provide information on attainment of the Illinois Learning Standards. They show the average scores and also the percents of student scores meeting or exceeding standards in reading, mathematics, and science on PSAE.

**PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Average Scores**



PSAE scores range from 120 to 200.

**PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Percents Meeting or Exceeding Standards**



Number of students in this school with PSAE scores in 2011: 43

**PERFORMANCE ON STATE ASSESSMENTS**

Federal law requires that student achievement results for reading, mathematics, and science for schools providing Title I services be reported to the general public.

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3 through 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate.

Students with disabilities have an IEP (No Child Left Behind Act). An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

Reading and Mathematics are tested in grades 3 through 8 and 11. Science is tested in grades 4, 7, and 11.

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING															
		Gender			Racial/Ethnic Background										
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races	LEP	Migrant	Students with Disabilities	Economically Disadvantaged
School	*Enrollment	44	18	26	38	0	3	0	0	0	3	0	0	5	11
	Reading	0.0	0.0	0.0	0.0										0.0
District	*Enrollment	305	155	150	265	0	13	0	0	0	27	1	0	38	78
	Reading	0.0	0.0	0.0	0.0		0.0				0.0			0.0	0.0
State	*Enrollment	1,075,993	550,552	525,225	554,770	197,979	244,338	44,033	976	3,305	29,668	65,498	276	150,007	522,525
	Reading	0.5	0.5	0.4	0.4	0.7	0.3	0.9	0.5	0.5	0.4	0.7	0.4	0.9	0.5

\* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

Number of LEP Students who have attended schools in the U.S. for less than 12 months and are not assessed on the State's reading/language arts test: 0

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS															
		Gender			Racial/Ethnic Background										
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races	LEP	Migrant	Students with Disabilities	Economically Disadvantaged
School	*Enrollment	44	18	26	38	0	3	0	0	0	3	0	0	5	11
	Mathematics	0.0	0.0	0.0	0.0										0.0
District	*Enrollment	305	155	150	265	0	13	0	0	0	27	1	0	38	78
	Mathematics	0.0	0.0	0.0	0.0		0.0				0.0			0.0	0.0
State	*Enrollment	1,077,714	551,494	526,004	555,155	198,036	244,999	44,624	980	3,312	29,684	67,235	282	150,024	523,732
	Mathematics	0.4	0.5	0.4	0.4	0.7	0.3	0.7	0.4	0.5	0.4	0.4	0.4	0.9	0.5

\* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	*Enrollment	44	18	26	38	0	3	0	0	0	3	0	0	5	11
	Science	0.0	0.0	0.0	0.0										0.0
District	*Enrollment	126	58	68	110	0	6	0	0	0	10	0	0	12	29
	Science	0.0	0.0	0.0	0.0						0.0			0.0	0.0
State	*Enrollment	460,543	234,564	225,880	241,336	84,536	101,176	19,148	441	1,439	12,080	23,708	123	63,609	214,960
	Science	0.8	0.9	0.7	0.6	1.3	0.7	1.5	0.7	0.8	0.7	0.7	0.0	1.4	0.9

\* Enrollment as reported during the testing windows for grades 4, 7, and 11.

**PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE)**

The following tables show the percentages of student scores in each of four performance levels. These levels were established with the help of Illinois educators who teach the grade levels and learning areas tested. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

- Level 1 -- Academic Warning - Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.
- Level 2 -- Below Standards - Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.
- Level 3 -- Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.
- Level 4 -- Exceeds Standards - Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

**Grade 11**

**Grade 11 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	14.0	37.2	41.9	7.0	11.6	37.2	51.2	0.0	16.3	34.9	44.2	4.7
District	14.0	37.2	41.9	7.0	11.6	37.2	51.2	0.0	16.3	34.9	44.2	4.7
State	10.1	38.9	40.7	10.4	10.0	38.7	43.1	8.2	8.6	42.2	39.6	9.6

**Grade 11 - Gender**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	11.1	50.0	33.3	5.6	11.1	55.6	33.3	0.0	11.1	38.9	44.4	5.6
	District	11.1	50.0	33.3	5.6	11.1	55.6	33.3	0.0	11.1	38.9	44.4	5.6
	State	12.7	39.3	38.2	9.8	10.6	35.9	43.3	10.2	9.0	38.6	40.1	12.3
Female	School	16.0	28.0	48.0	8.0	12.0	24.0	64.0	0.0	20.0	32.0	44.0	4.0
	District	16.0	28.0	48.0	8.0	12.0	24.0	64.0	0.0	20.0	32.0	44.0	4.0
	State	7.5	38.5	43.2	10.9	9.4	41.5	42.9	6.2	8.1	45.8	39.2	6.9

**Grade 11 - Racial/Ethnic Background**

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
White	School	10.8	35.1	45.9	8.1	8.1	37.8	54.1	0.0	10.8	35.1	48.6	5.4
	District	10.8	35.1	45.9	8.1	8.1	37.8	54.1	0.0	10.8	35.1	48.6	5.4
	State	6.1	29.6	49.4	14.9	5.3	29.8	53.5	11.4	4.2	31.3	50.4	14.0
Black	School												
	District												
	State	18.5	56.7	23.2	1.6	23.0	56.8	19.6	0.6	19.9	63.2	16.2	0.7
Hispanic	School												
	District												
	State	14.7	52.2	30.0	3.1	13.2	51.9	33.0	1.9	11.9	58.1	27.7	2.2
Asian	School												
	District												
	State	6.7	27.3	46.3	19.7	3.2	19.0	52.0	25.7	3.9	25.7	49.3	21.2
Native Hawaiian/Pacific Islander	School												
	District												
	State	8.0	43.8	41.6	6.6	5.8	40.1	46.7	7.3	2.9	49.6	38.7	8.8
American Indian	School												
	District												
	State	12.5	42.4	36.7	8.4	11.9	42.5	40.3	5.3	8.6	48.1	38.0	5.3
Two or More Races	School												
	District												
	State	7.6	35.9	43.6	12.9	8.5	38.6	44.1	8.7	6.5	40.2	41.8	11.5

**Grade 11 - Economically Disadvantaged**

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	36.4	36.4	27.3	0.0	27.3	36.4	36.4	0.0	45.5	18.2	36.4	0.0
	District	36.4	36.4	27.3	0.0	27.3	36.4	36.4	0.0	45.5	18.2	36.4	0.0
	State	17.1	53.1	27.3	2.6	17.8	53.4	27.3	1.5	15.6	59.0	23.6	1.8
Not Eligible	School	6.3	37.5	46.9	9.4	6.3	37.5	56.3	0.0	6.3	40.6	46.9	6.3
	District	6.3	37.5	46.9	9.4	6.3	37.5	56.3	0.0	6.3	40.6	46.9	6.3
	State	5.5	29.7	49.4	15.4	5.0	29.1	53.4	12.5	4.0	31.3	50.0	14.6

## 2011 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	No	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this school making AYP in Reading?	No	2011-12 Federal Improvement Status	
Is this school making AYP in Mathematics?	No	2011-12 State Improvement Status	Academic Watch Status Year 1

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
<b>State AYP Minimum Target</b>	95.0		95.0		85.0			85.0			91.0		82.0	
<b>All</b>	100.0	Yes	100.0	Yes	48.8		No	51.2		No			90.0	Yes
White														
Black														
Hispanic														
Asian														
Native Hawaiian/ Pacific Islander														
American Indian														
Two or More Races														
LEP														
Students with Disabilities														
Economically Disadvantaged														

**Four Conditions Are Required For Making Adequate Yearly Progress (AYP):**

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 85% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 85% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. \*\*\*
3. At least 91% attendance rate for non-high schools and at least 82% graduation rate for high schools.

\* Includes only students enrolled as of 05/01/2010.

\*\* Safe Harbor Targets of 85% or above are not printed.

\*\*\* Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

---

**PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT**

This is the final section of the school report card in which your school and district provide information below on areas of success and areas for planned improvement based on your school's improvement plan.

(For report cards disseminated electronically, this information may be provided in a separate document due to differences in the software used. If you are unable to locate this document, please contact your local school or district office.)

As we continue on our path of improved student achievement, the implementation of the 8-Step Process is well under way. A nine-member GPHS Data Team held its first meeting to initiate the development of instructional strategies through the utilization of up-to-date data. Our process initiated with a disaggregation of data (2011 PSAE, 2011 ACT (also Plan and Explore) and Discovery Education Fall Assessment –( local assessments, progress monitoring sheets will be added later), the development of a timeline (determining curricular strengths/weaknesses, as well as amending maps) and finally, the discussion, development and deployment of focused instructional strategies for not only core class curriculum, but also Directed Studies. Although the task will be challenging, with a year's plus worth of data now available, our focus will be meaningful and relevant to the success of Grant Park students.

Critical to the success of our at-risk students, the Grant Park High School RTI plan has initiated utilizing the Directed Studies time at the beginning of the year. The high school RTI coordinator generated a list of GPHS at-risk students in Reading and Math through both Discovery Education Assessment and ACT Plan/Explore. The plan includes the following:

1. RTI pullout for Directed Studies will take place Monday through Thursday
2. Juniors will be targeted on Monday, Tuesday and Thursday
3. Sophomores will be pulled on Wednesdays - one group - both Reading and Math
4. A Pre- and Post -test will be developed utilizing Discovery probe technology based on Discovery assessment gaps
  - a. Pre-test will be given to all Directed Studies RTI pull-out students
  - b. Post-test will be given at end of 9 week grading period to determine growth and/or gaps
  - c. The coordinator will utilize Study Island, Discovery, Reading Comprehension strategies, and the newly acquired PLATO learning system to address gaps from pre-test
  - d. Groups will be reshuffled at the beginning of 2nd 9-week grading period based on post -test results

Finally, in October 2011, the District attended the I-KAN professional development conference at Clifton Central provided by the ROE. The information provided by several speakers and breakout sessions, was both timely and informative. At the crux of the day was information relative to the development and deployment of the state's Common Core initiative. The middle and high school members of the District 6 Data Team focused on the plan to amend maps throughout the year, replacing the current Illinois Learning Standards with an articulated Common Core curriculum. A plan to provide release time for English and Math teachers, grades 6 – 12 is being developed.